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ABSTRACT

When it was discovered that fewer than 75 residents in urban subsidized housing communities were enrolled in the adult programs at Pensacola Junior College, it was decided to develop an outreach program to extend the college's services to 650 illiterate, indigent, and unemployed adults in these communities. The program was operated out of mobile classroom/laboratories. After obtaining needs assessment data from the area housing commission and housing managers, the project planners included promotional materials on proposed courses and schedules in tenant and community newsletters. Next, two demonstration/preregistration sessions were held in each housing community. The teacher also interacted with interested residents who owned a sewing machine or needed assistance with basic alterations. Each resident was then invited to tour the van and register for a short sewing course for adult high school credit or for no credit if they preferred. The first 15 students received free materials and patterns to construct starter projects and one garment. All participants were expected to construct a minimum of one additional garment for the noncredit course and two additional garments for credit. The program was then expanded to offer courses leading to high school completion, preparing students for the General Educational Development (GED) examination, and teaching home economics skills (clothing, foods, child care and development, life skills, family relations, consumer education, home care services, and hospitality). (MN)

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DESIGNING OUTREACH ADULT PROGRAMS USING MOBILE VAN LABORATORIES

PAPER PRESENTED TO THE

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HOLLYWOOD, FLORIDA

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DESIGNING OUTREACH ADULT PROGRAMS USING MOBILE VAN LABORATORIES

Introduction:

Educational institutions must assist all citizens to participate effectively in the educational process. It is imperative that adult administrators be personally committed to delivering adult programs to outreach centers within the service district. Merle R. Sumption and Yvonne Engstrom[1] state that the education institution will affect the lives of many people in the community. Therefore, its basic commitment should be to serve the public - - - all groups. In essence, educational institutions have a moral obligation to serve all people in the community, especially the powerless, indigent, illiterate and unemployed adults. Since these groups are less likely to attend classes in a traditional setting it is crucial that adult courses be strategically located througout the community. For communities with inadequate facilities, a mobile classroom/laboratory should be used for demonstration, recruitment, and limited instruction.

[1]Merle R. Sumption and Yvonne Engstrom, School-Community Relations: A New Approach (New York: Book Company, 1966) p. 29 McGraw-Hill

Statement of Need:

The Adult Education Program in the Pensacola Junior College's Service District needs to expand its adult program to illiterate, indigent, and unemployed adults residing in urban subsidized housing communities. The need became apparent when student enrollment data revealed that less than 75 residents of subsidized housing communities were enrolled in adult programs housed on the campuses of Pensacola Junior College. Further investigation showed that 80% of the residents were unemployed and had less than 12 years of schooling. Approximately 20% of the residents indicated that they had completed high school or General Equivalent Development (GED). Less than 5% had a standard high school diploma.

The lack of participation in the educational system by a large percentage of the residents of subsidized housing communities prompted local adult administrators to explore an alternative delivery/ recruitment system.

Target Population:

The target population for the outreach program using the mobile laboratory consists of 650 residents of three urban subsidized housing communities. The primary population includes adults (ages 18 and above) with less than twelve years of schooling or GED residing in public or private subsidized housing communities. On a space available, adults residing outside of the target population area are eligible to participate. The composition of the target population includes single female parents/head-of-household with an average of three children.

Objectives:

The primary objective of the outreach recruitment project is to develop outreach adult centers in three subsidized housing communities within the city of Pensacola, FLorida. The specific objectives for the project are as follows:

1. To expand the delivery system and service area of adult education to attract non-traditional and hard to recruit adults.
2. To recruit and motivate indigent adults to pursue an adult high school diploma or GED.
3. To expand the adult program to include those adults least educated and most in need.
4. To design an adult education model for recruiting and delivering services in subsidized housing communities.
5. To provide career information and education opportunities for unemployed and undereducated adults.
6. To establish a cooperative agreement with directors of subsidized housing communities and tenant associations.

Procedures:

The procedures used to establish an outreach program for the mobile classroom/laboratory were as follows:

1. Need assessment data were obtained from cooperating agencies-Area Housing Commission and Housing Managers.
2. Promotional materials were included in tenant/community newsletters on proposed courses and schedules.
3. Parking authorization for demonstration/recruitment sessions was secured from housing managers. Two demonstration/pre-registration sessions were held in each subsidized housing community.

4. The teacher interacted with interested residents who owned a sewing machine or needed assistance with basic alterations. Each resident was invited to tour the van and register for a short sewing course for adult high school credit or non-credit.
5. The first 15 students received free materials and patterns to construct starter projects and one garment. All participants were expected to construct a minimum of one additional garment for non-credit and two additional garments for credit.

Activity Schedule and Courses:

During Term I, (First Semesters) 1986, The mobile classroom/laboratory is assigned to three subsidized housing communities. The class schedules are as follows:

Escambia Arms, Pensacola, Florida

Monday and Tuesday, September 15, 1986 - December 1, 1986

Adult High-Clothing and Construction, 1 unit

Attucks Court, Pensacola, Florida

Wednesday, September 17, 1986 - December 10, 1986

Adult High-Clothing and Construction, 1 unit

Gonzalez Court, Pensacola, Florida

Wednesday and Thursday, September 17, 1986 - December 4, 1986

Personnel:

The staff for the mobile classroom/laboratory includes two adjunct (part-time) teachers and two part-time bus drivers. The adjunct instructors are employed on a temporary basis at the rate of $9.00 per contact hour. The part-time bus drivers are also employed on a temporary basis at the rate of $5.12 per hours.

Financial Resources:

The minimum budget required to operate the mobile classroom/laboratory during one semester was:

*Cost of instruction for one class with 13-15 students (approximately one FTE)

Adjunct salary	$576.00
Bus driver	170.00
Consumable supplies	125.00
Mobile classroom maintenance	240.00
	$1,111.00

The mobile classroom is not cost effecitve. However, it is a good public relations/recruiting vehicle.

*When full-time staff members are required.

Custom Designers of Mobile Classroom:

Lee's

Custom Coach Interiors

6675 114th Avenue North

Largo, Florida 33543

Telephone (813) 544-6219

Facts on the Mobile Classroom/Laboratory:

1. Cost $81,465.89 ($84.450.00 less $2,984.11 Federal Excise Tax)
2. Obtained in 1981 - Grant from Florida Department of Education
3. Fully equipped and self-contained (generator or 220 volts) to teach the following courses:
   - Adult High School Completion
   - GED Preparation
   - All Home Economics Lab/Lecture Courses
     1. Clothing
     2. Foods
     3. Child Care/Development
     4. Life Skills Management
     5. Family Relations
     6. Consumer Education
     7. Home Care Services
     8. Hospitality
4. Equipped with chair lift and facilities for handicapped adults.
5. Locations of Service Areas
   - Seven subsidized housing communities
   - Four community centers/sites
   - Three hospitals
   - Three shopping malls
   - Interstate Fair
   - Elementary and high schools
   - Community colleges
   - Naval Air Station/Military Installation
6. Number of Students Served

1985-86	100
1984-85	75
1983-84	1,389
1982-83	706
1981-82	443

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